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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC

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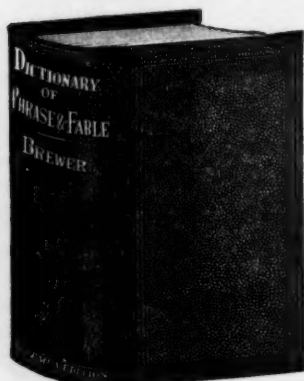
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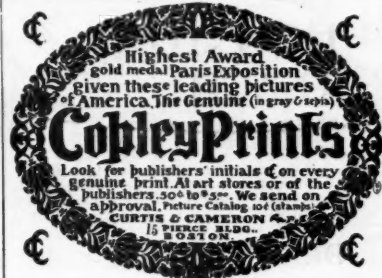
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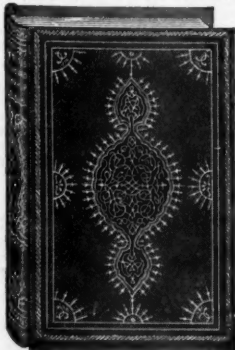
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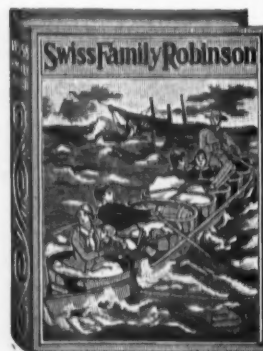
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VOL. XXXIII. No. 10.

ST. LOUIS, MO., OCTOBER 10, 1900.

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EDITORIAL.

PARKER-ISMS.

Of course Dr. Francis W. Parker, President of the "Chicago Institute," founded by Mrs. Emmons McCormick Blaine, in "The Course of Study" adopted states, specifically, the plan and purpose of the Chicago Institute. We make a few extracts which are characteristic of this brave innovator, this breaker of idols, this modern twentieth century leader and teacher. Dr. Parker says:

"The ideal school is an ideal community. An ideal community is a democracy, in the purest sense of that pregnant word. Character, constantly realizing itself in citizenship, in community life, in complete living, is the immediate, everlasting, and only purpose of the school. A day filled with refreshing life mirrors the new ideal."

That is a "new ideal"—a better ideal, too, than day and night study to get per cents! Dr. Parker further declares that "it is the intention to base the work of 'The Institute' upon the proposition that character, immediately expressing itself in terms of citizenship, of community life, of society in its best sense, in short, that complete living is the one aim and end of education for American children."

Dr. Parker further declares "that present good is everlasting good. That citizenship of today, if good, becomes better tomorrow."

"That the duties of citizenship should become life habits. Thinking, working, and doing for others cultivates those qualities, the lack of which now threatens our existence as a republic."

"That through a proper development of selfhood the tendency of selfishness may be banished."

"That every child, through the use of his knowl-

edge and skill in the help of others, may feel at once and always the highest purpose of life and living.

"That such an education is absolutely moral in its every step of development."

It will be observed that this is a radical change of base, and of motives too, in school life. The elimination of "selfishness,"—"help of others"—comes to be "the highest purpose of life and living." This, you see, is all of it, affirmative, all of it additive, none of it subtractive. There can be no doubt about the outcome of such training—such teaching—five days in the week. The teachers who enjoy such opportunities will be in demand. Such teachers, too, will show the pupils that they are denizens of a wider universe than this earth comprises—than this world, as it lies in its own daylight reveals to us even a heavenly country.

THE TRUE TEACHER.

The true teacher is not chiefly concerned about his salary. That is an important item in his list of necessities, and he is not likely to receive too much of it, if he is a true teacher. School directors are not given to extravagance of this kind. But salary is not the most important thing in a teacher's life. It is more important that he be conscientious in his work. The teacher who puts his conscience in his work will succeed where others fail. If in no other way he will succeed in being at peace with himself. The painstaking, conscientious teacher is apt to give to each pupil the attention which he deserves, and so secure for each one the best fruits of his toil. He will necessarily make each scholar feel his interest in him, which will inspire a pupil to do his best. To get each pupil to know his own weakness and to remedy it; to bring each pupil to the point of doing his best; to enlist every energy of the child in the tasks to be done—this is work which has no money valuation. The true teacher cannot measure the amount of his

work by the size of his salary but will do whatever is necessary, and as long as it is necessary, for success. He who gauges the amount of his labor by the size of his salary is a mere hireling, and unworthy of a place in the ranks of true teachers. A high ideal, and conscientious work are essential to every one who is worthy of being called a teacher.

ANOTHER VICTORY.

America scored another victory at the Paris Exposition when the "Grand Prix" was awarded Prof. Albert Michelson, of the University of Chicago, for his exhibition and application of his new invention, the interferometer. This is a new kind of spectro-scope, by which the diameter of stars can be measured with a high degree of accuracy. "It is possible to use the wave length of light as a standard of length, and thus obtain accurate measurements of infinitesimally small distances and differences of optical density. So sensitive is the interferometer that it is capable of measuring distances as small as the one five-millionth part of an inch. For measuring the diameters of stars it is more powerful than the largest telescope. The interferometer can also be used to show the distribution of light waves in any source, to measure indices of refraction and to test if there be any relative motion between the earth and ether."

"THE METHOD BUSINESS."

The Rev. Dr. D. S. Gregory, editor of that robust religious magazine, the *Homiletic Review*, in a recent issue talks to his brethren in the ministry in an exceedingly plain manner. He hits the "method" business in preaching and teaching a hard blow. He says "that comparatively few ministers are heard gladly by the people he believes is due to the fact that ministers are wrongly educated." He says "the constructive or creative powers of the mind are left undeveloped and only the acquisitive and memorizing faculties are cultivated. Such knowledge is 'rubbish, mechanically gained and mechanically held, if held at all.'" This is Dr. Gregory's view of the teacher's and preacher's work:

"It is in a supreme sense constructive and creative. He is evermore a builder, using as his materials the forces of thought and life, the true, the beautiful, and the good. The powers of scientific and artistic interpretation and construction furnish him with the materials in proper shape for use in his greater work of practical construction. . . . Along this line must be found his peculiar intellectual preparation for his calling."

"Rubbish, mechanically gained and mechanically held!" That is why so much of our teaching is a mere palsy of the faculties of the pupil—by the deadness of its details. Relegate the "cut and dried" methods to the rear. When a teacher is cramped and diminished by a mere "method" the smaller and more pitiful he or she grows. Such a teacher is a rag, instead of a jewel. The child is a sentient soul to expand—to grow. Not a piece of putty to be cut down and trimmed down to fit your old obsolete methods. Study the child, and if you are wise enough to help it to grow better and wiser, new means and new methods will suggest themselves adapted to the peculiar temperament and condition of this growing, unfolding soul.

"Gifted yet, to know
That God has cherubim who go
Singing an immortal strain,
Immortal—here below."

POWER TO ADD.

"Gives to every power a double power."—*Shakespeare*.

Dr. W. T. Harris, in a late address at Quincy, states in his plain, strong, simple way "the object of the school," so that our teachers may have it clearly in their own minds and also be able to state it to pupils and their patrons also. Dr. Harris says:

"Certainly the object of the school has been correctly described as a means of giving to the individual the power to add to his own the experience of others—that of his race. At least it shall give the pupil the power to help himself to these stores of wisdom, and there is no doubt that writing and printing has preserved this wisdom and disseminated it. The printed page holds the results of the experience of the past, and it holds the recorded observations and reflections of the present. It enables each one who can read to possess himself of the thoughts and opinions of the wisest and best, near and far. No wonder that the schools makes much of the printed page, and especially in the borderlands of the world, the countries recently peopled by migration from the great European mother nations! The continuity of American civilization can be preserved only by the printed page."

The "printed page," read and circulated among the people, our teachers must see, comes to be a great power for good. By it this "continuity of American civilization" is not only to be preserved, but it is to be carried forward and onward and upward by new and broader ideas being incorporated into our political institutions.

Further than this we are to have not only universal

education, but universal suffrage as well—a more equitable distribution of the wealth of the country, more practical ideas of human brotherhood. These great gatherings of the people showing the production of peace and prosperity, these are to open the eyes of the people as these great leaders organize the industries of the world into "World's Fairs" and "World's Expositions."

"Already the United States government has voted to appropriate \$5,000,000 to inaugurate and carry to a splendid consummation a 'World's Fair here in St. Louis, here in the heart of the continent. Who can estimate or measure the influence of such leadership as Governor Francis and his associates have shown, in bringing to our very doors the best, the richest, the rarest products of all zones and climes and peoples? What an education! What an university! What revelations of the cultured hand, the teeming brain!"

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A FINE ADDRESS.

When the people of St. Louis—our Mayor, or the Merchants' Exchange—want the greatest things said, in the best way, they call on Professor Sylvester Waterhouse, of Washington University, and always find him equal to the occasion. His last masterly effort in this direction was an address on our "Trade With the Orient," delivered before the Trans-Mississippi Commercial Congress" at its last meeting in Houston. It was so important, so full of reliable data and statistics, that it has been more extensively copied than any other paper presented. We hope to give our teachers an extract or two from this invaluable summary to read to their geography and history classes in the near future.

THE POWER OF LOVE.

Rev. Dr. George C. Lorimer, of Tremont Temple, Boston, in his convocation address before the faculty and students of the University of Chicago made a plea for an educational solution of the problems confronting our government in our newly acquired territory. This plea is timely. The power of love as the basis of a state, has never been fully tried. We sent missionaries and school teachers to the Sandwich Islands years ago, and Hawaii is ours peaceably and is prosperous. School teachers and missionaries win in the exhibition and application of the Christ-spirit in their dealings with the natives.

The visit of the teachers from Cuba to the United States can but be productive of great good and is a step in the right direction.

School teachers are better and cheaper than soldiers and we are glad to welcome Dr. Lorimer, President Harper and all such to our platform of intelligence and love as a basis of settlement for these important but perplexing problems confronting us.

WORDS OF APPRECIATION.

It is always gratifying to us to feel that our efforts to produce a meritorious educational journal are appreciated, and we wish in this manner to express our thanks for the following letter:

HYDE PARK, MASS., Sept. 14, 1900.

Perrin & Smith, Publishers:

Gentlemen:—I take a large number of educational journals published in America. When the postman delivers them, I am in the habit of spending a few minutes on each. I look it over to see what topics are treated, and sometimes read with more or less care some of the leading articles.

The American Journal of Education 6th came to hand today. I have looked over its pages with unusual interest. It deals with important topics. Its articles cover a wide range of thought. Its editorials are strong, vigorous, wholesome. Every teacher who takes this Journal ought to teach better for reading it month by month. I must congratulate you on its success.

Sincerely yours,

WILLIAM A. MOWRY,

Pres. Martha's Vineyard Summer Institute.

A COMPLIMENT WELL DESERVED.

The Interstate Manufacturer of St. Louis pays the following, well-deserved compliment to one of our United States Senators: "Hon. Francis M. Cockrell, United States Senator from Missouri, saved the World's Fair from defeat by putting the amendment appropriating \$5,000,000 for the World's Fair as an item on the Civil Service bill. If this statesman had not taken advantage of the situation, the World's Fair bill would have failed to pass, in fact, it would have failed to come to a vote. The people of St. Louis, the people of Missouri, the people of the Louisiana Purchase, even the people of the United States, and other countries, owe to Senator Cockrell more than to any other one man in this movement."

Let us remember that virtue and goodness are not piecemeal!

EDITORIAL NOTES.

Loving souls love on forever.

The world is awakening to the idea and the power of union for good and righteous ends.

Dr. John Dewey, of the Chicago University says: "Education is not a preparation for life; it is life."

Every good thought which our teachers introduce into the world by their genius, intelligence and piety alters for good the face of the world.

One thing has been made very plain to the people and that is that society gains nothing whilst a man, not himself renovated and renewed, attempts to renovate and renew things around him!

If you notice carefully you will see that the selfish person suffers more from his selfishness than he from whom that selfishness withholds some important benefit. Pity him for his selfish spirit.

"The school is society shaping itself" into conditions to realize the highest ideal of citizenship. Are all our teachers competent to shape this ideal for American Christian citizenship?

How much better for our teachers and for their pupils, too, to exercise themselves in the fullness of their faculties and become the servants of nature—rather than the slaves of method.

Many of our teachers, especially our lady teachers, consecrate themselves with unbroken energy in love to win and to diffuse among their pupils a better life and so become visibly or invisibly angels to others.

How wise and good it will be for all of us to remember and act upon the truths so beautifully stated by the saintly poet, Whittier:

"Heaven's gate is shut to him who comes alone,
Save thou a soul and it shall save thine own."

We hope our schools will so train and teach that without much further delay the power of love and of right action may be substituted for the power of force. Society ought to be maintained without artificial restraints as well as the solar system.

Who can quite estimate the value of the training of the 15,038,636 pupils in our public schools in obedience to law, in punctuality, in the living and working together for mutual good six hours a day—five days in the week! What a training is this for citizenship—for co-operation for existence. Over 20 per cent

of our entire population being thus trained and educated by our 409,193 faithful teachers.

What an immense prophecy for mutual good will our "World's Fair" become as the interest in it grows among the people across the water. What a splendid revelation it will be too, to our own people of the value of culture over ignorance, for ignorance never would need a "World's Fair."

The discovery of likeness in the midst of difference and of difference in the midst of likeness is one of the keenest pleasures of mind-culture. A stereotyped "method" kills out all this, and dims all our faculties. These changes and developments cannot be tabulated in some dead method or formula.

Books, good books, bring us into companionship of the noblest minds in their noblest moods. Do the most and the best that I can I shall never be able to fully compensate that dear teacher, who, by teaching me to read, introduced me into the highest society—society of the truly, the eternally great.

Mrs. Browning teaches us too, as do all the other poets—to "pass on"—the good things we see and say:

"How sure it is,
That, if we say a true word, instantly
We feel 'tis God's, not ours, and pass it on
As bread at sacrament."

We devote 242,443 buildings in the United States to the training of our more than 15,000,000 of children for the duties of American Christian citizenship. The aggregate value of these buildings amounts to about \$500,000,000! You see our schools come to be a very prominent factor in training and educating the youth of our land!

Our schools teach always, and everywhere, that in a democracy it is not enough that the minority learn to respect the majority, but the majority learn to respect the rights of the minority as well, and so our schools teach and train all to live for the good of the whole. This indicates the high moral discipline of our school system also.

Rev. J. L. Goodknight, D. D., of Covington, Ohio, has been elected to the Presidency of Lincoln University, Lincoln, Ill., which position was made vacant by the removal of Prof. A. E. Turner, and has accepted the same. Dr. Goodknight is an educator of great ability, having been formerly President of the West Virginia University, and will fill with credit the position tendered him.

The University of Illinois has just fallen heir to a noteworthy collection of insects. The collection contains about seventy thousand specimens. It was accumulated during the last fifty years by the late Adreas Bolter and is remarkable for the excellence of the material and the exquisite care with which it was arranged. It is quite a valuable accession to the University.

If our two great political parties were as lavish and splendid in their performance as they are in their promises how universally happy and prosperous all the people would be! Let each individual composing both these parties insist upon it that these promises shall be performed, and the prosperity and happiness will come. The people govern—their will is supreme. We smart for, and pay for the poor, unjust laws immoral men make.

When we plead for competent teachers for the training of our more than 15,000,000 of pupils, we plead for a more adequate compensation of our more than 400,000 teachers. These men and women put the very flower and bloom and beauty of their lives into this work, using up their energy and vitality five days in the week, every day. We ought at once to arrange for a more adequate compensation of these faithful workers.

* Let us day by day show ourselves, our pupils, the patrons of our schools, the better, wiser way of life, and so avoid this running fire of sarcasm at ignorance and the low-life of the senses. Love and co-operation will show us the opulence of good by disclosing in our friends a hidden wealth of good, in many directions, when we give this good a field for exercise and expression. Jesus is not dead; but very much alive—in many hearts.

We scarcely dare to make the figures, suggested by the fact, that the value of the territory called "The Louisiana Purchase" is today worth 2,000 times the \$15,000,000 paid for it! Suppose every teacher in the United States make the figures for themselves and their pupils and patrons and then they will begin to get a more definite idea perhaps of what is involved in this centennial celebration of the event in 1903. Surely it will be a "World's Fair."

Prof. A. E. Turner, who has for many years filled the position as President of Lincoln University, Lincoln, Illinois, has accepted the Presidency of Waynesburg College, Waynesburg, Pa. This an-

nouncement will be received with regret by Illinois and Missouri educators, but their loss will be the gain of the educators of the Keystone State and of the East. President Turner has done a noble work in Illinois, and his many friends will unite with us in wishing him abundant success in his new field of labor.

By a wise, careful and persistent distribution of the facts, as to the value of the work our teachers are doing for the children and the people, among the people, the past few years in this Journal the average salary of common school teachers has increased 86.3 per cent in cities and 74.9 per cent in the rural districts. We propose to steadily, kindly, constantly help along in this direction until our more than 400,000 teachers are more adequately and equitably paid for the immeasurable services they render the people.

The average salary of the men and women who teach our schools is not sufficient as yet to enable them to buy the books they need, to take the miscellaneous papers and magazines they need, to travel and visit schools as much as they need to compare their work and to get the stimulus for further, larger, more intelligent effort. Here are the facts, the official data. The average monthly salary of men teachers in the common schools was \$45.16 in 1897-98; that of the women teachers was \$38.74. We ought to make the average salary \$50.00 per month for both men and women.

The Saturday Evening Post, Philadelphia, shows that our schools have "a larger usefulness than the support of politicians," as follows: "New York, not content with spending almost a million dollars a week in salaries, she has just recently increased the salary budget to the extent of a thousand dollars a day, and this does not include the three million dollars which will be added to the annual cost of the public schools, an expense which has a larger usefulness than the support of politicians.

"It costs over ninety million dollars a year to govern New York and more than half of it is paid out in salaries and wages. No other city in the world can equal this showing."

In the meanwhile the average taxpayer would like to get the worth of his money. At present rates his return is not over seventy-five cents on the dollar. The other twenty-five cents represents all sorts of things, including the sudden accessions of local bosses to great wealth.

COMMUNICATIONS.

SOME PROBLEMS OF INTERMEDIATE INSTRUCTION.

BY EDWIN A. GREENLAW, A. M.

I.

In a creed which is one of the most important contributions of the nineteenth century to educational thought, Prof. John Dewey lays stress upon the community's duty to education as its paramount moral duty. "By law and punishment, by social agitation and discussion," he says, "society can regulate and form itself in a more or less haphazard and chance way. But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move." And he proceeds to say by way of conclusion that it is his conviction that "when society once recognizes the possibilities in this direction, and the obligations which these possibilities impose, it is impossible to conceive of the resources of time, attention and money which will be put at the disposal of the educator."

It is very encouraging to note that the last part of Dr. Dewey's creed seems about to come true. Questions of education were never so generally discussed as now. Years ago a newspaper rarely contained an editorial upon an educational subject; now the best papers contain such discussions almost every day. The interest shown by the general public in educational associations is constantly on the increase. The teacher is respected more than in the days when he eked out a precarious existence by "boardin' raoun"; and we may almost say that the old and oft-disputed question, "Has the teacher a profession?" is now forever settled in the affirmative. In all the marvelous progress during the nineteenth century educational interests have not been left behind. The century now closing saw the great common school revival led by that chief apostle of American education, Horace Mann. It saw the development of the normal school idea, and new meaning was given to the word "teacher" when men and women began to realize the responsibilities of the work and to seek the proper means of preparation. Led by the great president of Harvard, Dr. Eliot, our colleges have developed the system of elective courses, whereby individual talent is not dwarfed and confined, but is encouraged to attempt the mastery of some department of knowledge. During the century the National Educational Association, the American

Historical Association, and many other bodies have made noble contributions to our knowledge. Committees appointed by these associations have prepared exhaustive reports and have done much to disprove the charge of frothiness so long the reproach of educational literature. High schools and academies are now working under greatly improved courses of study; education is coming more and more into touch with modern life; the child has been made the centre of our efforts and intelligent study of his characteristics and temperament has made it possible for teachers to work more effectively. In these, as in other respects, the great department of education has advanced during the century now closing; the question remains, what is there left for us to do?

PROBLEMS OF THE PRESENT TIME.

Among the educational problems of to-day, three stand forth with especial prominence. The complaint is common that young men are 28 or 30 years of age by the time they have completed their preparatory, college and professional training. Secondly, as a result of the length of time necessary to a complete course, large numbers of pupils never complete a high school course of study, while a much larger percentage fail to achieve a college diploma. The result of this is that the education of the average American boy stops with the grammar school, and he has only the rudimentary knowledge of the common branches, with almost no appreciation of literature, acquaintance with science, or preparation for citizenship through the study of history and civics.

The third complaint is intimately related to the others: the ineffective and unsatisfactory preparation of pupils in the primary and secondary schools for advanced work in college or for business life. We have, therefore, to deal with these three problems:

(1) How to make it possible for the ambitious student to complete a college course before entering upon professional study, while not delaying him so much as to make such training an expensive or impossible luxury.

(2) How to prevent boys and girls from leaving school after completing the work of the grammar grades.

(3) How to remedy the waste which contributes to make the above problems serious, because it deals with the ineffective character of student preparation.

SOME PROPOSED SOLUTIONS.

Among the proposed solutions of these problems, one of the most hopeful in promise is that of child-study. A great step in advance was taken when teachers came to recognize that the center of educational work is the child. In former times no attempt

was made to study the aptitudes, the characteristics, the interests of the children, and if a person could pass an examination in the common branches, he was considered competent to teach. (It may be added, by way of parenthesis, that in a few counties the same view still obtains.) Now, it is recognized that the teacher's office is not to show his own knowledge, or even to cause the pupils to know the subjects which are taught, simply that they may be known; but we realize that the school exists for the sake of the pupils and that its business is to develop all the powers of those pupils as much as is possible. Teachers are coming to realize, not only that they must make some special professional preparation for their work, but that the very best professional study is to be found in the young lives that are placed before them. We do not need a book in order to study pedagogics in a very fruitful way.

Again, it has been proposed to shorten the college course to three years, in order that pupils may enter upon the work of the professional schools at an earlier date. Others advocate extending the high school course for two years, completing the work of the first two college years, and thus making it easier to hold students in school. The advantage of this consists in the fact that whereas the majority of those who complete the high school course never enter college, but pass directly to business life or professional study, such a plan as this would attract numbers of these young people to spend a longer time in school. The obvious defect of the plan is that the number of pupils leaving school at the end of the grammar school course would be much larger with a six years' high school course in prospect than now when only four years are required.

Other solutions have been proposed, such as extending the principle of election, so fruitful in college work, to the high school. But here the difficulty is plain: the plan fails to take into account the educational value of studies. Certain powers, as of reason, of judgment, the power of observation, lie dormant in the mind and require to be developed, and different studies have widely varying degrees of value in developing these powers. Because a girl is passionately fond of chocolate creams is no reason why she should be allowed to eat them to the exclusion of other necessary foods; and because a boy likes botany and despises mathematics is no reason why he should be allowed to choose the one and reject the other.

But all of these propositions, excepting the first, fail to take into account the real source of the difficulty. Why is it that American boys and girls require so much time in school in order to learn a few sim-

ple branches? Why is it that when he comes to the college examiner, the boy shows his dense ignorance of history, his utter inability to solve problems in arithmetic, his awkward and futile efforts to write the English language with correctness? If the preparation for the high school and for college can be accomplished in two or more years less time than is now required; and if that preparation can be more thoroughly done, more boys will go to college before studying law and medicine. If the pupil can be interested in his studies in the primary and intermediate grades, there will be less complaint that so many leave school at the completion of the grammar school course. The inquiry is a proper one, therefore, as to whether great improvement can not be made in the character of the instruction in the intermediate grades. In the next paper some thoughts will be presented along this line.

NORTHWESTERN UNIVERSITY, Sept. 17, 1900.

PUPIL CO-OPERATION IN GOVERNMENT.

BY JOHN T. RAY,

Principal John Crerar School, Chicago, Ill.

Advancement in every line of education has been made in a marked degree in our public schools, except in that of school government. It is true that the rod has been discarded from most of our well-regulated systems of schools, and is to be found now only in a few. The change, however, has been only a modification of the severity of the government—not a change in the underlying principles. The old "knock down and drag out" system has given way to trivial physical punishments, or to the still more questionable methods of suspension or expulsion.

The government is still that of an absolute monarch, the petty tyrant being the teacher. We still find in our schools the teacher arbitrarily saying "you must!" and the pupil saying in his heart "I won't unless I have to." He rebels against this petty tyranny because he does not see the necessity for these regulations and restrictions—does not have an intelligent understanding of the necessity for them, and is not brought into sympathy with them. The teacher does not take him into his confidence and reason with him, or in any systematic way show him the necessity for these restrictions and regulations that are necessary for the common welfare of the school as a whole, and of each individual pupil.

From the very beginning the teacher stands alone as the representative of good conduct and order, and has arrayed against him all the vicious and bad element of the school. It is true, there is in every school a large element which is neutral. Pupils whose nat-

ural tendencies and training lead them to do right, or to be disposed to do right. They are, however, not inclined to take sides. They are mere "lookers-on in Venice." They are not led to believe that they have a duty or even a right to take sides in the never-ending contest. They know that the teacher must have order and obedience if he properly conducts the school. They also feel a degree of sympathy and even admiration for the fellow pupil who is disposed to have fun and to disobey rules or quietly outwit or deceive the teacher. They even have quiet admiration for the boy or girl who has the "nerve" to disobey orders or to do disorderly and annoying things. When that bad boy expects him to hide from the teacher his misdeeds he readily lends himself to his classmate's wishes. Thus it turns out that the pupils are, as a matter of fact, all arraigned against the teacher—the majority by remaining passive in their influence, and the remainder more or less active—openly or secretly—in doing disorderly, dishonest or annoying things.

We say the government and order is more or less good, according as this neutral class is large or small in proportion to the active class. The teacher's ability to govern well is measurably his tact and firmness in keeping this actively bad class in reasonable subjection. As a rule he does it unaided by any sympathy or systematic assistance from the neutral class.

So, from the day the teacher, as a young and inexperienced person, opens his country school to the days when he, as principal or superintendent, has charge of a large school, he wages this battle with the pupils with the varying successes that belong to warfare. Is it any wonder that so many fail in government? That it is always an unsolved problem with every teacher, no matter what his other qualifications may be? Is it any wonder that so many teachers go down to defeat in this contest or are wounded in their reputation as educators and retire from the ranks of the profession, "defeated by overwhelming numbers" while gallantly fighting?

Why did they fight alone? Why did they not enlist on their side the rank and file of their pupils who stood ready to enlist if their teachers had but said the word, and had the tact to organize and drill them? The battle need never have taken place at all. If the teacher has with him an organized force, consisting of the rightly disposed pupils of the school, when they march forth the enemy cannot be found. Only a solitary recalcitrant who soon surrenders to the organized army of his school mates. The commanding general—the teacher—needs not necessarily be found on the "fighting line" at all. His subordinates capture and take care of the prisoners.

To accomplish this there must be some sort of organization. Some methodical systematizing of the moral forces that are to win this bloodless battle. A large standing army, so to speak, whose very presence insures the peace of the school. Unorganized forces can make little headway, either in actual warfare or moral battles, against the trained battalions under a watchful general.

Pupil co-operation in government, as it is being studied and practiced to-day in many schools of our land, from Maine to Hawaii, means nothing more than the systematic organization of the children of a school to fight this moral battle. The discipline, training and greatest benefit comes to the pupils in fitting them for the moral battle of life. Fitting them to go forth into adult life trained as citizens, morally, socially and politically as well as intellectually.

It is the purpose of the writer to make these general suggestions the first of a series of practical articles, in future issues of this paper, on the subject of pupil co-operation in school government. The various plans of pupil co-operation will be discussed in detail and practical suggestions for its introduction discussed. The practical and successful plan in force in the John Crerar School of Chicago, in which the writer has charge has attracted considerable attention. The past four years have proven that it is a success and the general interest in the subject warrants the writer in presenting the plan to teachers for their consideration.

THE WHISPERING PINE.

A Nature Study by a Student of Nature.

BY F. C. RIEHL.

VI.

What ho: my good friend, whither bound at this time of night, and why that distressed look upon your face? Lost? Well, indeed, I had supposed you to be a better woodsman; but it is only another example of the simplicity of your kind when left alone amid primal conditions.

To the distressed wanderer, the sight of the familiar old pine, after hours of aimless groping in the dark wilderness, was indeed a welcome thing. The nameless terror of sightless, uncertain loneliness in the midst of the myriad life of Nature, was suddenly dispelled, falling as a heavy burden from the shoulders, to be succeeded by a sense of confidence and security which reduced the nerves by a sudden shock of contrast to an utter abandon of fatigue, and the wanderer sank gratefully down at the root of the tree.

No, you need not have been so terrified at the prospect of spending a night out in the woods, and the ob-

structions that marked your path at every step, the sounds that struck terror to your heart, were probably not in any instance directed toward you. They are only the natural, normal voices of the life of the woods, and you might, if you cared to listen, hear the same sounds from the door of your tent behind the fancied security of the campfire.

It is but a few steps now to your own shelter. Pause, therefore, with me, and we will analyze some of these uncouth noises which have been giving you grey hair for the past two hours. Here is one right at your feet. That splashing of the water on the shore. It filled you with vague alarm as you crossed yon shallow inlet a few minutes since. It is only the harmless raccoon wading along in search of his nightly food of craws and shellfish, with an occasional muskrat following its amphibious path between the shore and its reed house out on the flat bed of the lake.

That wild, weird cry, not unlike the scream of a woman in distress. That is the call of the panther in search of food. No, it is not intended as a lure for human victims. That is an old and foolhardy supposition. In the first place, if the panther were the most intelligent of creatures, it would have no opportunity to learn the quality of a woman's voice, and its resistless effect upon the ear of man. And, in fact, it is well known that the feline tribe lives in constant terror of mankind, and never attacks man unless first molested or closely pursued, or in rare cases when impelled by extreme hunger.

Another humanlike cry sometimes heard in these woods is that of the common black bear. Many a novice has mistaken it for the call of a hunting companion and been led thereby to a mutual surprise party. So all these sounds may be investigated and traced to the most natural and harmless source. The call of the innocent hoot owl has been a fruitful source of ridiculous stories of night attacks by wild beasts; the stalking of water birds along the streams in pursuit of prey,—even croak of the innocent frog, whose voice is so vastly out of proportion to its size and importance and the creaking of trees or branches brought a-foul by wind and weather or natural freaks of growth, have added to the unrest of many a timid soul in circumstances similar to those which you but lately experienced.

Do but refer to the literature of sportsmanship, or the news record of current events, and you will find the instances very rare, indeed, wherein man has come to grief upon this American continent by violent means through his association with Nature, unless the end was courted or in some manner provoked, perhaps unconsciously, by himself.

Men have died or been maimed by carelessness of themselves or companions, they have been torn by wild animals provoked to madness by wounds, they have fallen from boats or slipped into waters and drowned because of foolhardy ventures toward an element with which they had no acquaintance and wherein man was never intended to be at home, or they have been stricken down by lightning or storms through failure to take the proper precautions to avoid such dangers. But the instances are few and exceptional, of casualties wherein Nature, as the term is applied to the life of the woods, may truly be said to have been the assailant or aggressor.

Listen! Ah, there is a rare opportunity to witness an exhibition of the really savage side of this wild life. In yonder copse lies a wounded deer. I watched this afternoon as it dragged itself wearily along, suffering from a misdirected gunshot wound, and finally laid itself down in this place to die. A pair of panthers, scenting the trail of blood, have followed it hither, and now they stand holding each other at bay in dispute of the right of possession of the coveted prey. Here is no compromise and no quarter. It is a question of ownership which nothing short of a combat to the death may determine. Nothing can match the fury of that struggle, and all creatures within sight or hearing cower or slink away. Finally it is over; the vanquished, disabled, perhaps fatally, drags itself away, a thing now scorned and shamed even by the meanest creatures, while the victor, savage and self-satisfied, turns to make sure of its prey, though perhaps scarce able for the task and physically unfit to enjoy the fruits of conquest.

And now the listener, hearing a signal shot from the camp, announcing that his absence has caused some alarm, turns his steps toward the cheerful beacon of rest and refreshment, musing upon the details of the night's adventures, and musing upon the likeness of the tragedy which he had just witnessed, to the ways of his own kind in the strife of their common, their social, commercial and industrial life.

ALTON, ILL., Sept. 1900.

JOHN MILTON.

BY ESTELLE GARDINER.

John Milton, the poet and statesman, was the second son of a London scrivener, and from his earliest days had every opportunity given him for improving that rare talent which, even in childhood, gave forth such great promises of that glorious future, when study and discipline should have developed both mind and character. A little later, and we see him in college, admired and respected, though never really

loved, on account of that loneliness and grandeur, which surrounded him there in his school days, as completely as in his blind old age, and seemed to forbid close acquaintance. In the "Masque of Comus" he comes nearer the level of other writers, and, although truly beautiful, we are not filled with that awe and wonderment of the great genius of the man which many of his writings produce. It hardly seems possible that Comus and *Paradise Lost* are both the work of one mind and imagination, or that the almost superhuman genius which has described the Fall of Man, and the long sufferings and resignation of Samson, both sublime subjects, and treated in a manner equally so, could ever descend to such a light and fanciful subject as that of Comus.

It is in *Paradise Lost*, the sublimest poem in our literature, that Milton seems to have summed up all the genius of which man is capable. It presents to us pictures the most horrible that can be described, and with a vividness which would make the hardest heart quail and shudder. He seems not to have the least hesitancy in dealing with the most sacred subjects, and deals with them in such a manner, that the seeming profanity of the subject is forgotten, and he appears to us as an inspired being, who might trespass where common mortals are forbidden to tread. He is truly "the poet of the learned," and it is this which makes one stand in such awe of him, for, though we admire and reverence him, he towers so far above us in everything that our admiration is that which we would feel for some immortal being, whose sublimity made us half fearful of loving him. Can one imagine Milton as young and full of the joys of youth? His writings are the true index to his character, and, in fancy, he is ever before us as that grand old man, blind, and alone with his thoughts, nobly fulfilling the ideal of his own sublime words, "They also serve, who only stand and wait."

FLUSHING, L. I., N. Y.

CIVILIZATION.

BY J. HAROLD DEWINSKE.

Civilization is the progressive development of mankind, from a social, intellectual and moral point of view. In the earliest prehistoric ages men lived in a very simple state. The fruits of plants and the flesh of animals were their food, and caves in the earth, or the recesses of forests were their shelter. This simple mode of life is called the state of nature. All nations have started from the state of nature and passed successively through the different stages of progress. It is doubtful whether any nation lives at present in this state, but all nations must have lived in it at

more or less remote times. Those who have arrived at the highest state of nature, we call civilized, and the others who are living as hunters or lead a material existence, we call uncivilized. It was a step in advance when men made rude instruments to secure the animals they wanted, and probably the first step towards intellectual improvement, was, when men began to till the ground, to sow and to reap; in others words, when they carried on agriculture. It was not itself what we now call civilization, but it led to great improvements in their condition and mode of life; causing them to settle in fixed habitations and thus opening the road of endless progress. The development of intellectual culture, however, could not begin until the art of writing was invented; but, as soon as this art became the property of the people, the knowledge of individual man ceased to be as perishable as he himself. Through this art every succeeding generation securely possessed the accumulated knowledge and experience of its predecessors, and through it the productions of art, of to-day, are given an opportunity to display their splendor and ennoble the life of man. Among the most highly civilized nations, the Romanic, Germanic, and their descendants in America, we witness an extraordinary mental activity. They have perfected society and morals, literature and art, and the principles of philosophy; and it is evident, that at no distant day, they will link together all parts of the world by the chains of civilization.

A hunter in the Alleghenies one day shot a very large bald eagle. The bird measured seven feet, two inches across the wing. When the sportsman went to examine his prize he was astonished to find one of the eagle's claws held firmly in a powerful steel trap, to which was attached a steel chain five feet long. Trap and chain had many marks of vicious blows from the eagle's bill, showing how he had vainly endeavored to free himself from them. While they had not been heavy enough to prevent his flying, the hunter believed that they had so impeded and wearied him as to be the cause of bringing the great bird within the reach of his rifle. Many a fine man with brain and imagination and heart capable of high soaring has been brought within reach of the enemy's gun by some trap of vicious appetite or passion that has held him down from his place among the stars. How wise the admonition of Paul, in his letters to the Hebrews: "Let us lay aside every weight and the sin which doth so easily beset us."

A display advertisement is said to have appeared in a London paper, signed by four Lords, appealing to the public for £20,000 to pay for organizing the electorate "so as to influence the general election to prevent the Church of England from reverting to the principles and practices of Rome." The advertisement read: "Mass and auricular confession are openly advocated and forced on Protestant children in churches under shelter of the Episcopal veto." Canvassing is going on all over England, and £10,000 have already been subscribed.

EDUCATIONAL FOCUS.

THE TEACHER'S KNOWLEDGE OF THE CHILD.

Personal power will, as it has in the past, remain the greatest factor in the teacher's success, and good scholarship will always be considered an essential. But at the close of the century we are beginning to see more clearly than ever that after all we are teaching children rather than subjects, and that knowledge of the latter combined with ignorance and often dislike of the former is but a poor equipment for a teacher. We also see that the knowledge of children that the teacher needs is not primarily a knowledge learned from books, but a sympathetic, loving, wise knowledge of child life, such as comes only from continued association with children and wisely directed sympathetic study of them. The normal school of the coming century must not emphasize the subject at the expense of the child, nor must it attempt to study children, as it has birds and wild animals in the past, from text-books, pictures and laboratory specimens. —John G. Thompson, in *Education*.

ONE WAY TO TEACH PATRIOTISM.

The study of our institutions is closely connected with the strengthening of patriotism. The idea of the home and of the school is all that binds the pupils of the first grade to the institutions of our land; moreover, that feeling which in the man becomes patriotism is in the child the love for the institution which is nearest to his life, first the home then the school. The public schools are supported by the State in order to educate citizens, consequently we must begin early to teach love and respect for our institutions, and later merge this study into patriotism, lest some of the children leave school before this instruction is begun. Patriotism, like morals, cannot be taught dogmatically; both sentiments must be made concrete, especially for children. This can be accomplished through history stories more readily than by any other means. —R. V. Winterburn in *Education*.

THE CENTIPEDE THEORY.

Another modern notion which helps to make the path of the school-teacher a thorny one is the theory that a child ought to be putting out simultaneously and in every direction as many feelers as a centipede has legs, says Martha Baker Dunn in the *July Atlantic*. As a matter of fact, a pupil who has learned thoroughness and application has acquired something, even if he cannot explain the precession

of the equinoxes or tell how many feathers there are on a hen. There used, in the former days, to be a good many poetic similes in which the unfolding of a child's mind was likened to the gradual opening of a flower, leaf by leaf. The revised plan admits of no such sentimental and slow-moving processes. A child's mind is now opened like an umbrella, expanding equally and simultaneously at all points, and, fortunately for the child, it also resembles the umbrella in that it sheds a good deal more than it retains.

THE PROBLEM OF EDUCATION.

It is maintained by some men of science that education is useless, or even powerless, because human evolution is necessary, and that evolution always depends on heredity. To those "the child's whole moral destiny is contained in it while yet unborn, and in later life this destiny develops itself relentlessly." Unless we teachers believed to the contrary—that there was an ascent of life and morality, how hopeless our task would be. The powers attributed by some thinkers to education in the past have been exaggerated. It was, I think, Helvetius who asked if all the difference between men does not spring from nothing but the difference of instruction they have received; if talent and virtue alike cannot be taught. In spite of advances in biological science, some of our normal schools have continued to teach the "unfoldment" principle. If a thing will not unfold, we may, perhaps, lay hold of it and unfold it. There is, we believe, some remedy for the effects of heredity. But if a thing will not develop, there is nothing to do except to improve the environment and to furnish a motive. Incarnate in the organism of every human being is, first, the heredity or ancestral habit (or natural instincts), and, second, acquired from his environment the individual habit (or artificial instincts). These artificial instincts constitute a power capable of keeping in equilibrium the heredity instincts. The problem of education, therefore, consists in creating in the mind at every stage of its evolution artificial instincts capable of eliminating natural tendencies toward evil and the proper development of tendencies toward good. It is of the greatest importance that we know "where we are at" educationally. To repeat, the individual develops by innate forces, and in contact with an external environment. The innate force cannot be changed at the will of the teacher. He is limited to partial control of the environment. We teachers, by the process of what the psycho-physiologists call "suggestion," are to cultivate these inherent powers and see that they reach their highest and finest growths.—F. W. Atkinson, in the *School Review*.

THE QUESTION OF THE FUTURE.

Froebel seems to have conceived from the educational point of view, not only the fundamental principles of democracy, but its greatest peril. There are minor perils which face modern society and which democracy must meet, but the supreme peril is the possible loss of a true scale of values. The great question of the future is the supremacy or the subjection of the spirit of man to the immense machinery which he is calling into existence, to the colossal wealth which he is creating. Compared with the bare facts of that wealth, the ancient dreams of avarice are pallid and insignificant; it is estimated that thirteen billions of dollars of wealth were created in this country last year. Now that science has allied itself with business and is lending its immense productive power—its creative genius, so to speak—to the man of affairs, there is no limit to the possible creation of wealth. The world does not yet dream of the enormous material resources which are to be at its command in the next century; those resources by their very magnitude will constitute an appalling danger to society. Will man master or will he be mastered by this enormous accumulation of material? There is but one source of safety from this great danger, and that is the possession of the vision, the joy and the freedom of the creative spirit, handling this vast material and shaping it to spiritual uses. Man can not be too highly prospered; wealth can not come to him too freely if he holds himself superior to it, and if it remains in his hands what the marble is to the sculptor—the material which shall give immortality to the highest visions of his soul.—Hamilton W. Mabie, in the *Educator-Journal* for Sept.

THE ART OF TALKING WELL.

Whatever sets one apart as a capital "I" should be avoided. A joke or humorous story is dependent upon its freshness for appreciation. Some emotions will not bear "warming over."

It is no longer considered good form to say a word against any one. An ill-natured criticism is a social blunder. Gossip, too, is really going out of fashion.

True wit is a gift, not an attainment. Those who use it aright never yield to the temptation of saying anything that can wound another in order to exhibit their own cleverness. It is natural and spontaneous. "He who runs after wit is apt to catch nonsense."

Talk that has heartiness in it and the liveliness and sparkle that come of light-heartedness and innocent gayety, is a fairly good substitute for wit.

Offer to each one who speaks the homage of your undivided attention. Look people in the face when you talk to them.

Talk of things, not of persons. The best substitute for wisdom is silence.

It is a provincialism to say "yes, sir," "no ma'am," to one's equal.

Have convictions of your own. Be yourself and not a mere echo.

Never ask leading questions. We should show curiosity about the concerns of others only so far as it may gratify them to tell us.

Draw out your neighbor without catechizing him. Correct him, if necessary, without contradicting him. Avoid mannerisms. Strive to be natural and at ease. —Mrs. Burton Kingsland, in *Ladies' Home Journal*.

LAND ON YOUR FEET.

You take a cat up by the tail,
And whirl him round and round,
And hurl him out into the air,
Out into space profound,
He through the yielding atmosphere
Will many a whirl complete;
But when he strikes upon the ground
He'll land upon his feet.

Fate takes a man, just like a cat,
And, with more force than grace,
It whirls him wiggling round and round,
And hurls him into space;
And those that fall upon the back,
Or land upon the head,
Fate lets them lie there where they fall—
They're just as good as dead.

But some there be that, like the cat,
Whirl round and round and round,
And go gyrating off through space,
Until they strike the ground;
But when at last the ground and they
Do really come to meet,
You'll always find them right side up—
They land upon their feet.

And such a man walks off erect,
Triumphant and elate,
And with a courage in his heart
He shakes his fist at fate;
Then fate with a benignant smile
Upon its face outspread,
Puts forth its soft, caressing hand
And pats him on the head.

And he's fate's darling from that day,
His triumph is complete;
Fate loves the man who whirls and whirls,
But lands upon his feet,
That man, whate'r his ups and downs,
Is never wholly spurned,
Whose perpendicularity
Is never overturned.

—Sam Walter Foss.

CURRENT EVENTS.

The Bubonic plague has appeared in Glasgow, Scotland.

Count Kuroda, president of Japan's privy council, and ex-premier, is dead.

An American syndicate, headed by Chas. T. Yerkes, of New York, is to build an underground electric line in London.

A railroad is to be built from Damascus to Mecca, in Arabia, and an American firm has made the lowest bid for supplying the material.

President Kruger has left South Africa for Europe. The Holland government furnished him transportation to that country. The Boers continue a guerilla warfare.

A British syndicate has been organized, with a half million capital, to open up the vast oil fields in Northeast Wyoming. Options have been secured on over 1,000,000 acres.

Hon. Arthur Sewall, candidate for Vice-President on the Democratic ticket in 1896, died at his home, Bath, Me., Sept. 5, from a stroke of apoplexy. He was 64 years old.

Twenty thousand men went to work at Pittsburg and vicinity by the opening of the steel mills Sept. 24, and as many more were expected to do so a day or two later.

A. C. Bartlett, a hardware merchant of Chicago, has given \$125,000 to the University of Chicago for a physical culture building in memory of his son who died in Germany.

An imperial edict has increased the tax on wine, tobacco and alcohol to provide revenue for the Russian operations in the far east. The Russian government is also seeking to place a loan in Europe.

General Wheeler has been put on the retired list of the regular army at half pay, having passed the age limit. He is the first of the Confederate soldiers to be thus recognized by the Government.

Gen. Martinez Campos, military commander of Spanish troops in Cuba prior to Gen. Weyler, died Sept. 23. His advocacy of home rule for Cuba caused his recall to Spain, and the appointment of Gen. Weyler as his successor.

President Loubet, of France, recently made the unique experiment of banqueting the 22,000 mayors of France in the gardens of the Tuilleries. It was to cost \$120,000. Automobiles and tricycles were used to convey dishes to and fro.

Owing to an order requiring miners to change clothing on entering and leaving the mines, some 2,000 miners in the Cripple Creek mines went on strike Sept. 24. The order is an attempt to prevent ore-stealing, which has become prevalent.

At a conference of distillers and distributors in Cincinnati, Sept. 3-6, after three days' discussion, every spirit-producing distillery in the country joined the Distillers' Association. The price of liquor was put at 1.26 per gallon, an advance of two cents.

Jacob Knosalla, of Montevideo, Minn., who was arrested in Bremen last June because he had left Germany before serving his time in the German army, has been released through the combined efforts of the United States embassy at Berlin and our consul at Bremen. Other Americans in Germany are suffering similar detention for the same reason.

Another storm struck our shores Sept. 17, doing much damage at Bermuda, and wrecking many vessels about Newfoundland. There have also been two heavy storms in Northern Texas, flooding the streams and doing much damage. Along the northern lakes the wind has caused much havoc. The month was a record-making one for bad storms.

The annual G. A. R. encampment was held in Chicago, Aug. 27. Three hundred thousand visitors were said to be in the city, and 40,000 old soldiers were of the number. Hotels and school buildings were crowded like barracks. It looked like World's Fair times. In 1890 the G. A. R. reached its climax of numbers, 409,489; since then it has fallen to 286,453. Judge Leo Rassieur, of St. Louis, was chosen Commander-in-Chief for the year.

The Cuban teachers, who spent the summer in American schools, returned to Cuba delighted with their work in this country. They were feted on their arrival at Havana by the city authorities, prior to going to their respective homes. The experiment has been pronounced by all a decided success, and it may be the beginning of the closest relations between Cuba and the United States. It is certain that American ideas will have large place in Cuban schools in the future.

The duke of Abruzzi has returned from an arctic expedition, after an absence of only fifteen months. He succeeded in getting nearer the pole than anybody else, but whether he did anything of real value awaits his report. Greeley went to 83 degrees and 24 minutes north in 1882. In 1895 Nansen went to 86 degrees and 14 minutes, being within 260.5 miles of the pole. But Abruzzi penetrated to within 231 miles of the pole, or to 86 degrees and 33 minutes north latitude. The party was fast in the ice for eleven months, and was compelled to eat the sledge dogs. An engineer and two Italians perished.

A gigantic strike began Sept. 17 in the anthracite coal regions of Pennsylvania, involving at least 130,000 miners. Trouble has been brewing for some time, and the list of grievances against the coal operators is a long one. The one bone of contention, however, is the recognition of the labor organization, which the operators refuse to grant. An attempt to involve the railroad brakemen, engineers, and firemen, by getting them to refuse to haul non-union coal, failed. Early in the strike riots occurred, in which some were killed and more wounded, while bad feeling on both sides was intensified. Troops were called out. The results are likely to be a bitter struggle.

Sept. 8th a terrible tornado, originating in the region of the Windward Islands, swept westward and struck Galveston, Texas, with great fury. The streets were soon filled with water, and the citizens were drowned like rats in a trap. Fully 5000 perished. The property destroyed is estimated at no less than \$10,000,000. Other Texas towns were more or less injured by the storm, which turned northeast. The work of removing the dead bodies from the wreck in Galveston was carried on at the point of the bayonet, the decaying bodies being either carried out into the Gulf or burned with the debris. Vandals began to rob the dead of money and valuables, and it was necessary to shoot down all such in order to stop the vandalism. The distress of the city appealed to all parts of the country, and car loads of provisions, clothing, medicines, and other essentials, and thousands of dollars were sent to the needy. Many have left the city, and many more will as soon as they can, but the city will likely be rebuilt.

Aug. 14th the siege of Pekin was lifted by the arrival of the allied forces, having lasted eight weeks. It is wonderful how 600 men in the British legation withstood thousands of Chinese and Kansu robbers for so long. The event was celebrated by the foreigners in Pekin with rockets and red fire, while the missionaries and others gathered about the Bell tower and sang the doxology. The question now is as to the proper course to pursue relative to the captured capital of the Flowery Kingdom and the future of the kingdom.

PRACTICAL METHODS.

EXAMINATIONS.

CIVIL GOVERNMENT.

Questions.

1. State a ground on which an act of Congress may be declared void. By what authority may it be declared void?
2. The Constitution grants the power of coining money to Congress alone. State a reason for this provision.
3. State three objects of government named in the preamble of the National Constitution.
4. Before a person can be tried in a civil court, for certain crimes, he must be indicted by a grand jury. What is the purpose of this presentation to a grand jury before the case is submitted to the trial court?
5. What is the purpose of (a) patents, (b) copyrights?
6. What is the purpose of the civil service law?
7. What is the least number of assemblymen to which a county, Fulton and Hamilton excepted, is entitled? (b) Upon what basis is determined the maximum number of assemblymen to which a county may be entitled?
8. What is the duty of the sheriff (a) as to the courts, (b) as to the peace of the county? (c) What is his term of office?
9. To whom does the State Constitution give power to grant reprieves and pardons?
10. What State officer (a) has charge of the funds of the State, (b) is in charge of the auditing of accounts, (c) has charge of the State records?

Answers.

1. By passing a law which is contrary to the provisions of the United States Constitution. By a decision of the United States Supreme Court.
2. To make it uniform throughout the States.
3. To form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity.
4. To ascertain by evidence if charges against persons are sufficient for prosecution before a court.
5. (a) To secure to inventors the exclusive right and profit of their inventions for a certain time. (b) To secure to writers the exclusive right and profit of their productions for a certain time.
6. To correct the evils of the "spoils system," and to secure competent persons in the offices of the government.
7. (a) Every county, except Fulton and Hamilton, to at least one assemblyman. (b) According to population.
8. (a) He must attend court in person or by a deputy, and have charge of criminals to be tried. (b) In case of riot or breach of peace to quell it and maintain order. (c) Three years.
9. To the Governor.
10. (a) State Treasurer. (b) Comptroller. (c) Secretary of State.

AMERICAN HISTORY.

Questions.

1. Describe the route taken by Columbus on his first voyage to America. Why did nearly all of the early voyagers pursue the same general course?
2. What was the cause and the result of Bacon's rebellion?
3. What was the chief matter of dispute between England and the thirteen colonies during the decade previous to the Revolution?
4. Mention two of the principal events or circumstances adverse to the American cause during the last years of the Revolution (1779-1783).
5. State (a) Aaron Burr's connection with presidential election of 1800; (b) any other biographical fact of importance concerning him.
6. State the position taken by (a) Henry Clay, and (b) Daniel Webster, upon any one of the following public questions: the passage of the fugitive slave law, the annexation of Texas, the re-establishment of the United States Bank.
7. Under what circumstances and for what reason was the State of West Virginia formed?
8. What were the Alabama claims? How was the case finally settled?
9. Mention a prominent statesman, not a president, in public life in each of the following periods: (a) 1800 to 1820; (b) 1860 to 1880.
10. For what invention, appliance or project is each of the following persons noted: Capt. J. B. Eads, Robert Fulton, Cyrus McCormick, Cyrus W. Field. Answer three only.

Answers.

1. (a) Southwest to Canary Islands, then west to San Salvador. (b) Other voyagers pursued the same course because the route was known, the trade winds favored them, and they could keep along the coast of Africa and stop at islands during their voyages.
2. Cause: The oppression of Governor Berkeley, of Virginia, and his failure to provide for the defense of the settlements against the Indians. Result: The immediate result was disastrous. Bacon died and a number of his followers were hanged by Berkeley, but it was the first outburst in the colony for self-government, and paved the way to American independence.
3. The unjust laws relating to trade, commerce and manufacture, all of which favored England, and the attempt to force upon the colonies the debt incurred by the French and Indian war.
4. Arnold's treason, the battle of Camden, the depreciated currency. (Other answers may be given.)
5. (a) Burr received the same number of electoral votes as Jefferson, and the election was carried to the House of Representatives, where Jefferson was elected by a majority of one. Burr became Vice-President. (b) Answers will differ.
6. Webster and Clay favored the passage of the fugitive law and the re-establishment of the United States Bank, and opposed the annexation of Texas.
7. During the Civil War that portion of Virginia now known as West Virginia remained loyal, and was organized as a separate State.

8. (a) Claims against Great Britain for damage done to our commerce during the Civil War by the Alabama and other Confederate cruisers, which were built in England. (b) Settled by the Treaty of Washington in 1871, by the terms of which it was left to a board of arbitration, which met at Geneva, Switzerland, and awarded the United States \$15,500,000.

9. Answers will differ.

10. Eads, Mississippi jetties; Fulton, steamboat; McCormick, grain harvester; Field, Atlantic cable.

PHYSIOLOGY AND HYGIENE.

Questions.

1. What is (a) chyme; (b) chyle; (c) lymph?
2. By what is (a) the mucus secreted; (b) the bile; (c) the tears; (d) the synovial fluid?
3. What effect has the saliva upon the food?
4. Describe the articulation which permits the movement of the head (a) from front to back; (b) from right to left.
5. Trace the arterial CIRCULATION.
6. Name the membranes of the eye, and give a brief description of the inner one.
7. What is meant by the statement that every spinal nerve has both a motor and a sensory function?
8. Why is it that a disease is much more liable to terminate fatally with a person given to the excessive use of alcohol?
9. Name three nutritive fluids of the body.
10. Name the bones that protect the organs of the thoracic cavity.

Answers.

1. (a) Food reduced by the action of the gastric juice to a grayish semi-fluid. (b) An emulsion formed by the action of pancreatic juice on the fats. (c) The thin, colorless liquid which circulates through the lymphatics.
2. (a) By the mucous membrane; (b) the liver; (c) the lachrymal glands; (d) the synovial membrane.
3. It softens the food; develops its flavor, and changes the starch to sugar.
4. (a) On the top of the atlas are two little hollows, into which fit the corresponding projections on the lower part of the skull. This joint permits the movement of the head from front to back. (b) The peg of the axis projects through a hole in the atlas. In moving the head sidewise the atlas turns on this peg.
5. From the right ventricle to the lungs and from the left ventricle to the capillaries of the greater circulation.
6. Sclerotic, choroid and retina. The retina is formed by the expansion of the optic nerve, and is sensitive to light only.
7. Each nerve has an anterior and a posterior root. Posterior nerves convey sensations and anterior nerves convey motor impulses.
8. Because the vital organs are weakened by the use of alcohol.
9. Blood, chyle, lymph.
10. Spinal column, sternum, ribs, clavicle and scapula.

GEOGRAPHY.

Questions.

1. What is the date of the longest day at the Antarctic circle? Give its length in hours.
2. Name (a) five counties of the State of New York that border on Lake Ontario; (b) five that border on Pennsylvania.
3. Compare the climate of a place situated upon the seacoast with that of a place in the same latitude and of the same elevation, situated in the interior of a country.
4. Mention a region where (a) olives are extensively produced; (b) dates; (c) raw silk.
5. Name five seas that border upon the eastern coast of Asia.
6. Name the capital of each State that borders upon the State of New York.
7. Locate the following islands: Trinidad, Queen Charlotte, Mt. Desert, Elba, Ceylon. Answer any three.
8. State (a) the form of government of Turkey; (b) the title of its ruler; (c) its capital; (d) two of its chief productions.
9. What is (a) the most mountainous country of Europe? (b) the most densely populated?
10. What is (a) the largest city, (b) the most noted river, (c) the chief seaport of Germany?

Answers.

1. December 21. Twenty-four hours.
2. Answers will differ.
3. A place on the seashore will be warmer in winter and cooler in summer than a place in the interior.
4. (a) France, Spain and Italy. (b) Barbary States. (c) China and Japan. Other correct answers allowed.
5. Japan, Yellow, Okhotsk, East China and South China Seas.
6. Vermont, Montpelier; Massachusetts, Boston; Connecticut, Hartford; New Jersey, Trenton; Pennsylvania, Harrisburg.
7. Trinidad, north of Venezuela; Queen Charlotte, west of British Columbia; Mt. Desert, south of Maine; Elba, west of Italy; Ceylon, South of Hindoostan.
8. (a) Despotism; (b) Sultan; (c) Constantinople; (d) raisins, raw silk, carpets, rugs.
9. (a) Switzerland. (b) Belgium or England.
10. (a) Berlin. (b) Rhine. (c) Hamburg.

Earth's crammed with Heaven,
And every common bush afire with God.

—Mrs. E. B. Browning.

Mass was said for King Humbert in an Italian church in London, August 9, at which the members of the diplomatic corps were present. The Chinese Minister was the only one who did not hold a lighted candle. "It was noticed," says a cablegram, "that the Chinese Minister shook hands with all the diplomats except the Japanese Minister."

The lesson that comes to us from the pages of history, from the teaching of all the wise and prudent, and from our own observation as we have seen the failures and successes of men, is the truth which has been put in many forms, and which is true in all of them, that while it is a good thing to be great, it is a great thing to be good.

BUSY WORK.

By Elmer E. Beams, A. M.

PRIMARY ARITHMETIC.

- How many feet have you?
- How many eyes have you?
- Name four things you can see on my desk.
- Write me five boys' names. Five girls' names.
- Make as many marks as you have hands and feet.
- □ and □ are how many squares?
- △ △ △ and △ △ are how many triangles?
- O O and O O are how many circles?
- Tell me what this shows: . . and . are . . .
- Four eggs less two eggs are how many eggs? Make drawings of the eggs.
- How many sides has a square?
- How many sides has a triangle?
- How many squares can you form with eight sticks?
- How many triangles can you form with six sticks?
- Make two squares and write the word two beside them.
- Make five circles and write the word five beside them.
- Make four triangles and write the word four beside them.
- Copy and complete:

5-3= ?	5-4= ?	5-5= ?
5-1= ?	4-1= ?	4-3= ?
4-2= ?	2+3= ?	3+2= ?
- Copy neatly:

O	one	1.
O O	two	2.
O O O	three	3.
O O O O	four	4.
O O O O O	five	5.
- Draw a line and divide it into two equal parts.
- Draw a square and divide it into two equal parts.
- Draw a circle and divide it into two equal parts.
- What is each of the above parts called?
- How many halves in one apple? One square? One circle?
- One apple is what part of two apples?
- Two cents is half of how many cents?

EXERCISES FOR PRIMARY PUPILS.

- What does \$ stand for?
- Name ten kinds of fruit.
- Name the first six months of the year.
- How many days in February?
- Write the names of the days of the week.
- Write the names of the seasons.
- When is your next birthday? How old will you be then?
- What does Dr. stand for? Doz., P. O., P. M., A. M.?
- How many days in winter?
- Write two questions about your school. Two statements about your school.
- What does it cost to send five letters? To register one letter?
- Where are the stars in the day-time?

LANGUAGE.

- Compose sentences showing the use of:
into, in; those, these; this, that; much, many; between, among; who, which; who, that, oldest, eldest; teaching, learning; less, fewer; teaches, learns; fall, fell; lie, lay; sit, set.
- Write the short form of:

superintendent,
captain,
bushel,
peck,
dozen,
postmaster,
account,

forenoon,
afternoon,
general,
colonel,
example,
foot or feet,
quart or quarts.

- Expand the following short forms into their equivalent long forms:

Dr.	MS.	4th ult.
Sr.	MSS.	6th prox.
Jr.	P. O.	Thos.
e. g.	A. M.	Geo.
doz.	P. M.	N. J.
Xmas.	I. O. O. F.	Mo.
qt. or qts.	Cr.	M. O.
P. O. order	10th inst.	D. C.

- Fill the blanks with "shall" or "will":

- They go.
- Depend on me, for I be there.
- I go if the weather permits.
- John carry the water, and Sarah do the washing.

- They sing. You hear us and our wrong be righted.

- Write out the possessive forms (both singular and plural) of the following words, and then use the formed in sentences correctly:

girl,	lady,	calf,
bird,	man,	teacher,
wagon,	sheep,	monarch,
sleigh,	swine,	sheriff,
woman,	mouse,	chief,
women,	rat,	deer,
child,	Roman,	elk,
horse,	Indian,	beau,

PERSONS.

Tell something about each of the following persons:

- Robert Fulton.
- S. F. B. Morse.
- Abraham Lincoln.
- William McKinley.
- William Jennings Bryan.
- George Washington.
- Pocahontas.
- George Dewey.
- Frances Willard.
- Paul Jones.

Write a short essay on each of the following subjects:

- Home.
- My pets.
- Our Farm.
- A Visit to my Aunt's.
- Our Late War.
- How I Spent my Vacation.
- Why I like to go to School.
- My Dolls.

AUTUMN LEAVES.

"Come little leaves," said the wind one day,
Come over the meadow with me and play,
Put on your dress of red and gold,
Winter is coming and the days grow cold.
Soon as the leaves heard the wind's loud call,
Down they came, fluttering, one and all;
Over the brown fields they danced and flew,
Singing the soft little songs they knew.
Cricket, good-bye; we've been friends so long,
Little brook sing us your farewell song;
Say you are sorry to see us go,
Ah! you will miss us, right well we know.
Dancing and whirling, the little leaves went,
Winter had called them and they were content;
Soon fast asleep in their earthly bed,
The snow laid a coverlet over their head.

—From Mrs. Hallman's Songs and Games.



BOOKS.

PRACTICAL COMPOSITION AND RHETORIC. By William Edward Mead, Ph. D. (Leipzig), Professor of the English Language in Wesleyan University, with the assistance of Wilber F. Gordy, Principal of North School, Hartford, Conn. A book of 372 pages, published by Sibley & Ducker, Chicago.

The book is practical throughout. The principles and theories of rhetoric are well illustrated in the work planned for the pupil to execute. Its practical suggestions to pupils on writing are good and if closely followed would certainly lead any pupil with sound judgment and a rational imagination to become a good writer. Its classification of composition into description, narrative, exposition, argument and persuasion and its abundance of material illustrating these is an essential feature. Every teacher of composition and rhetoric will find it a good and helpful book. Its suggestions as to how to read and what to read are good. Topics for compositions based upon this reading are suggestive as well as its miscellaneous topics for essays. Its rules for punctuation and letter writing are apt.

ADVANCED ELEMENTARY SCIENCE. Being Part II. of Systematic Science Teaching, a manual of inductive elementary work by Edward Gardiner Howe. A book of 373 pages, published by D. Appleton & Co., New York.

This is another of the International Education Series, edited by W. T. Harris. The prime aim of the teacher is to cultivate in the pupil proper habits of observation. But in his seeking the best methods of inculcating these habits serious difficulties arise. He is usually aware that the best way to learn to see is by seeing; to hear is by hearing, and to observe is by observing. But it occurs, however, to him that the acute seeing and hearing of some of the lower animals do not lead to a scientific knowledge and that persons with acute seeing and hearing powers in general but without scientific training are usually very poor observers. This book is designed especially for

scientific training. The skillfully arranged lessons on mineralogy will greatly aid the pupil in his observations of the inorganic world. This is equally true as regards the lessons in botany, zoology, astronomy and physiology. In a careful study of this book the powers of observation should be so sharpened that the pupil would become observant in many new ways. The book is in keeping with the high standard of the other books of the International Series. G. E. W.

STUDIES IN ENGLISH AND AMERICAN LITERATURE. By G. H. Bell. A book of 599 pages, published by Almsworth & Co., Chicago.

The importance of studying our best literature needs no argument. Language, like other fine arts, is acquired by practice. Models are as essential in composition as they are in painting or in sculpture. Specimens are as necessary in the study of literature as they are in botany or in zoology. There should be no conscious copying nor preconceived ideas, but when the study of literature is approached earnestly and lovingly there is an inspiration which arouses our latent energies and quickens our moral and intellectual perceptions. This book is not so much a study of authors as their writings. A careful study of the most noble thoughts and pure expressions of our best writers will inspire both the mind and body to a degree that can hardly be valued. This book is well arranged, taking up the subjects in an historical order. Part II. consists of good selections representing the various kinds of themes. G. E. W.

EXERCISES IN MIND TRAINING. By Catharine Aiken. A book of 122 pages, published by Harper & Bros., New York and London.

In this book is furnished an abundance of material to guide the natural activities of the child in the proper channels of learning. Beginning with a chapter devoted to exercises calculated to train the child's powers of attention and quickness of perception, it leads by a systematic route through exercises in synonyms, acquiring a foreign vocabulary, location of places, sight reading in music, memorizing by means of subject and predicate and simple suggestion to a broad field for the training of higher forms of memory. In Part II. is given much material in geography, geometry and history for the further cultivation of attention, perception, memory and imagination. The book closes with a chap-

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ter on association, which should be easily comprehended by any pupil who has mastered the preceding exercises. The book should be in the hands of every teacher. G. E. W.

A HISTORY OF ENGLAND. By H. O. Arnold-Foster. A book of 816 pages, published by Cassell & Co., Limited, London, Paris, New York and Melbourne.

The language in this book is simple, the story is old; but it is a story that can never be told too often. It is sufficiently complete to serve as a reference and at the same time cannot be

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classed as a mere chronological outline of English history. It is made attractive by many good illustrations and instructive by good chronological tables. It is replete with interest, sparkling with episode and full of dramatic interest, making it a pleasure to read and a source of much instruction to study. I should consider it a good reference book for high schools and an excellent text for college or university classes.

G. E. W.

A MANUAL OF PSYCHOLOGY. By G. F. Stout, M. A. Camb., M. A. Oxon., LL. D., Aberdeen. A book of 643 pages, published by the University Correspondence College Press, W. B. Clive, 13 Booksellers' Row, Strand, W. C., London, and Hinds & Noble, 4 Cooper Institute, New York.

This work is evolutionary in character. In it consciousness is treated from a genetic standpoint. After the usual introductory remarks a general analysis of the subject is given in which is discussed the "ultimate modes of being conscious," the "primary laws of mental process" and "the faculty, psychology and associationism." The exposition on "Sensation" is good. Experimental data of physiological psychology are freely applied and copious illustrations are borrowed from animal psychology. The book is so replete with the good things of modern psychology that nothing short of a complete reproduction and review of its table of contents would do it justice. Anyone interested in the study of psychology would find it a valuable book to read.

G. E. W.

HOW TO RECITE. A School Speaker. By F. Townsend Southwick. America Book Co., Publishers. \$1.25.

This book is most valuable to those contemplating the study of recitation. The discussions are concise, vividly describing the attitudes of the body, gestures, vocal power and the various departments coming under its head. It is divided into two parts. The first part is constructed somewhat on the textbook order, while the second part is a collection of select standard literary productions, which is certain to cultivate a taste for literature as well as impart the power of expression. For convenience sake the book is provided with an "Authors" and a "Selections" index, that are time saving and indispensable to those in quest of material for speeches.

Mother's Love

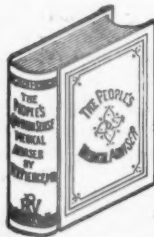
Is boundless. Yet it is utterly helpless to give strength to the child born with a low vitality. The time to give strength to the child is before birth and to impart this gift the mother herself must be strong. When the mother is weak and nervous, dreading the coming time of her trial, she impresses her feelings on the little life linked to her own. When the baby comes it is fretful and nervous, marring all the joy of motherhood by its restlessness and wailing.

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IMPORTANT FACTORS.

From reports furnished by the Interstate Commerce Commission we see that at the end of the fiscal year, June 30, 1900, there are 17,263 more men employed on two lines—the Northwestern and the Illinois Central—than were employed on these roads in 1896. The increase in the wages paid on the Northwestern over the wages paid in 1896 was \$5,845,267. The increase in wages paid on the Illinois Central was \$5,792,540. The better sense of equity and justice on the part of the people toward our railroad systems seems to have returned again.

The facts are, that our great railroad systems the country over have become the most important factors in

the education and in the prosperity of the people.

These facts, so plain and so easy of demonstration, stamp men, in the legislature or outside of the legislature, who attempt to cripple or hamper the legitimate work done by our great lines of transportation, as not far removed from idiocy.

These persons strike a blow at the prosperity of every producer and every consumer in the country.

It is quite time these plain facts should be plainly stated.

Every producer—every farmer, who has anything to sell or to buy, between any or all of intervening points, if he will go out and wave his hat will find a freight train on some route running in some direction, ready to take what he has to sell; or, bring him what he needs, from any quarter of the zoned-world, quickly and cheaply.

Literary Notes.

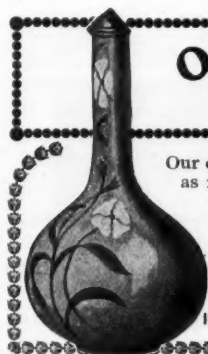
"The American Monthly Review of Reviews" savors very strongly of the coming political campaign. There is a character sketch of Adlai E. Stevenson, the Democratic candidate for the Vice-Presidency, a series of papers answering the question, What could Bryan do if elected President? a presentation of the Republican view of Bryan's financial program, etc.

Of the fourteen articles which constitute the October offering of "The Forum" eleven may be classed under the head of timely. Among these may be mentioned "The Paramount Issues of the Campaign," "A Plea for the Annexation of Cuba," "The Future of China." There is not an article in the magazine that does not maintain the standard of interest and usefulness set by the Forum.

Especial interest will attach to a special article in the October number of McClure's Magazine entitled "The Strategy of National Campaigns," describing some of the most striking strategic measures adopted by campaign leaders during the past twenty-five years. Dr. A. Conan Doyle gives "Some Lessons of the War." "The Horse Thief" is the title of a thrilling story of a western ranch. "The Lady With the Waterfall" is a quaint, charmingly told love story.

Rudyard Kipling's new story, "A Burgher of the Free State," throws much light on the true situation in South Africa. That the Dowager Empress of China was a slave is generally known, but the methods by which she mounted the throne are charmingly set forth. Stuart Robson continues his delightful memoirs of fifty years. The illustrations are peculiarly apt and striking.

In the September number of "Success" an article of timely interest deals with the question, "Should a Young Man Who Intends to Enter Business Go to College?" and the question is dealt with in an extremely practical manner, pro and con, by various distinguished men. "Has the Mission Effort in China Been Worth While?" is clearly and concisely answered by three persons who have had ample chance to investigate, and who speak



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from personal observation. This gives only a glimpse of the many good things contained in "Success."

The October number of "The Woman's Home Companion" fully sustains its reputation for excellence. Countess Margri, formerly Mrs. Tom Thumb, gives "The Recollections of the Midget," telling in an interesting manner incidents of her travels with Gen. Tom Thumb. Lillian Bell gives a charming travel sketch. The magazine contains several delightful short stories. The magazine is published by the Crowell & Kirkpatrick Co., Springfield, O., at the low price of \$1 per year or 10 cents a number.

The Delineator is a true and trusted friend in almost every home where the queen of fashion reigns. Besides the eighty and more sketches of the present day, up-to-date styles, the October Delineator contains a thrilling story of "The Love of Two Girls." Lin Beard tells "How to Amuse Sick Children." "The Children's Hour" is of great value to both mother and child.

The Saturday Evening Post of Sept. 9th is a special double number. The cover is done by Gibbs and is in color. It contains the first installment of Gilbert Parker's new serial, "The Lane That Had No Turning," and many other articles of interest too numerous to mention. You must get it and read it before you can realize its true value.

Henry Altemus Co., Philadelphia, have recently issued a volume of the poems of Mr. William J. Lampton. They are in his peculiar form of zigzag poetry. The volume will appear under the title of "Yawps and Other Things" and will be sold for \$1.

Quite a controversy is now going on in educational circles over the question of the introduction of the vertical system of writing in the public schools. D. C. Heath & Co. in a little pamphlet entitled "Vertical Writing—Why It Has Come to Stay" sets forth in brief and concise form the many advantages of the new system over the old. He claims for it that it is easier to teach, that it is much more legible and therefore much more practicable. He quotes from a number of prominent educators and illustrates his point by a number of illustrations, showing the vertical writing and the slant writing.

Hinds & Noble of New York, who heretofore have handled as American agents Mackenzie's Manual of Ethics and Stout's Manual of Psychology, introducing them into the great majority of American and Canadian colleges and universities, have now purchased outright the American rights in those two important works and hereafter will themselves publish them in the United States.

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There is no factor in the far east of greater importance than Russia, and Henry Norman's series of articles on "Russia of To-day" in Scribner's will attract great attention. Richard Harding Davis closes his series of articles on "The Boer War" in the October issue with an account of "The Last Days of Pretoria." It also includes a number of short stories of merit.

The October "Century" throws some very helpful lights and side lights upon the situation in the far east. Most novel among these is "A Plea for Fair Treatment" by Wu Ting Fang, Chinese Minister to the United States. Sheridan Read tells something of the "Chinese as Business Men." "China's Holy Land" gives an account of a visit to the tomb of Confucius. Gov. Roosevelt's essay on "Civic Helpfulness" is very interesting. This number, rounding out the magazine's sixtieth volume, contains the final chapters of Mr. Morley's important work on Cromwell, and has its full share of short stories, and is embellished by many beautiful pictures.

Some wonderful things are described in the October "St. Nicholas," among which may be mentioned "A Yacht Race in the Clouds," "A Boat That Pulls Itself Up Stream" and "White Magic in a Bicycle," "Saturn as Seen Through the Great Telescope at Lick Observatory," "Pretty Polly Perkins" makes her farewell bow this month and "The Junior Cup" is won by the youthful sprinter, Chester Fiske.

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Of the new ticket and freight offices of the C. & A. in the Carleton building, Sixth and Olive streets, it is needless to speak.

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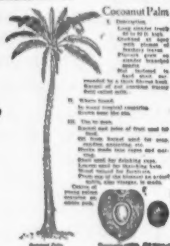
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